

MARION INTERMEDIATE

2320 N. Hwy. 41-A

Marion, S. C. 29571

GRADES 3-5 Elementary School

ENROLLMENT 807 Students

PRINCIPAL Anita H. Maness 843-423-8345

SUPERINTENDENT Dr. Cheryl Allread 843-423-1811

BOARD CHAIR William (Bill) Jones 843-423-1242

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	14	50	13	1

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

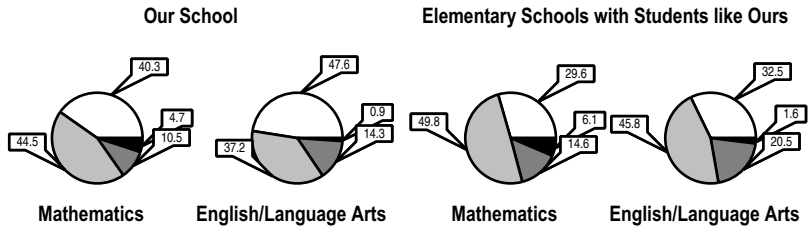
FOR MORE INFORMATION, VISIT WEBSITES AT:




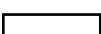
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	56	213	70
Percent satisfied with learning environment	87.3%	90.9%	86.4%
Percent satisfied with social and physical environment	94.6%	85.1%	79.1%
Percent satisfied with home-school relations	41.8%	86.4%	80.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	805	99.9	47.6	37.2	14.3	0.9	15.2	17.6
Gender								
Male	416	100.0	56.5	33.7	9.6	0.3	9.9	17.6
Female	389	99.7	38.3	40.8	19.3	1.6	20.9	17.6
Racial/Ethnic Group								
White	193	100.0	26.7	46.5	23.5	3.2	26.7	17.6
African-American	607	99.8	54.6	33.9	11.3	0.2	11.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	589	100.0	40.4	39.9	18.5	1.3	19.7	17.6
Disabled	216	99.5	66.5	30.2	3.3	N/A	3.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	805	99.9	47.7	37.1	14.3	0.9	15.2	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	805	99.9	47.9	36.8	14.4	0.9	15.3	17.6
Socio-Economic Status								
Subsidized meals	651	99.8	52.9	36.1	10.7	0.3	11.0	17.6
Full-pay meals	153	100.0	27.6	41.0	28.2	3.2	31.4	17.6

Mathematics								
All students	805	99.9	40.3	44.5	10.5	4.7	15.2	15.5
Gender								
Male	416	100.0	41.9	45.7	8.6	3.8	12.4	15.5
Female	389	99.7	38.4	43.3	12.5	5.7	18.3	15.5
Racial/Ethnic Group								
White	193	100.0	21.9	41.7	23.5	12.8	36.4	15.5
African-American	607	99.8	46.2	45.4	6.3	2.1	8.4	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	589	100.0	33.7	47.3	13.0	6.0	19.0	15.5
Disabled	216	99.5	57.6	37.1	3.8	1.4	5.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	805	99.9	40.2	44.5	10.5	4.7	15.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	805	99.9	40.3	44.3	10.6	4.8	15.3	15.5
Socio-Economic Status								
Subsidized meals	651	99.8	44.8	45.8	7.3	2.1	9.4	15.5
Full-pay meals	153	100.0	22.4	39.7	23.1	14.7	37.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	260	N/A	42.3	38.1	18.1	1.5	19.6
	Grade 4	228	N/A	40.3	46.0	13.3	0.4	13.7
	Grade 5	262	N/A	38.6	44.8	15.8	0.8	16.6
	Grade 6	8	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	283	100.0	41.5	37.8	18.9	1.9	20.7
	Grade 4	258	100.0	39.6	44.1	15.5	0.8	16.3
	Grade 5	252	100.0	62.2	29.4	8.4	N/A	8.4
	Grade 6	12	91.7	63.6	36.4	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	260	N/A	46.2	37.7	10.0	6.2	16.2
	Grade 4	228	N/A	45.6	36.3	11.1	7.1	18.1
	Grade 5	262	N/A	37.5	40.5	13.5	8.5	22.0
	Grade 6	8	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	283	100.0	39.0	41.6	12.6	6.7	19.3
	Grade 4	258	100.0	35.9	49.0	11.8	3.3	15.1
	Grade 5	252	100.0	46.2	42.4	7.1	4.2	11.3
	Grade 6	12	91.7	40.0	60.0	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 807)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.1%	Down from 2.0%	3.3%	2.4%
Attendance rate	96.2%	Down from 96.7%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.3%	Down from 11.4%	8.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	21.1%	Down from 24.3%	9.2%	8.0%
Older than usual for grade	2.7%	Up from 1.9%	2.0%	1.1%
Suspended or expelled	0.0%	Down from 0.6%	0.0%	0.0%

Teachers (n= 56)				
Teachers with advanced degrees	46.4%	Up from 39.7%	44.6%	50.0%
Continuing contract teachers	64.3%	Up from 58.6%	84.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.7%	Up from 81.0%	84.2%	86.2%
Teacher attendance rate	94.3%	Down from 96.0%	94.7%	95.3%
Average teacher salary	\$35,851	Up 2.1%	\$39,323	\$39,909
Prof. development days/teacher	5.7 days	Up from 5.5 days	11.7 days	11.4 days

School				
Principal's years at school	12.0	Up from 8.0	3.0	4.0
Student-teacher ratio	20.8 to 1	Up from 18.3 to 1	17.9 to 1	18.9 to 1
Prime instructional time	90.1%	Down from 92.4%	89.3%	89.7%
Dollars spent per pupil*	\$5,877	Down 1.5%	\$6,108	\$5,892
Percent spent on teacher salaries*	62.1%	Up from 61.8%	66.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 94.3%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Marion Intermediate School staff members, students, and parents collaborated to have a banner school year. Students demonstrated improvement in all areas of the Palmetto Achievement Challenge Test for MIS to receive an Average school grade. Teachers supported this effort through the following activities: training and implementation of a balanced literacy model, training and use of science and math "hands-on" activities, and using specific testing strategies. Parents contributed to this effort by attending academic assistance conferences, report card conferences, and parent workshops. In addition, two Teacher Specialists worked with our third- and fourth-grade teachers and students to enhance the teaching and learning of the state standards.

Other noteworthy accomplishments included the following:

MIS students donated and helped raise over \$30,000.00 for school and community activities.

MIS students participated in meaningful service learning projects to include the United Way, Pennies for Patients, St. Jude's Hospital Fund, school fundraisers, and school grounds enhancement projects.

MIS students and staff provided meaningful opportunities for the community to participate in their child's education (Black History Program, Veteran's Day Program, monthly parent luncheons, and parent workshops).

While we have reasons to be proud of the progress and growth that our students and staff members have made, we are aware that there are areas for continued growth.

Teachers will balance their efforts between those students scoring below basic and those students who have scored at satisfactory levels on PACT.

Administrators will support teacher efforts. They will provide specific training to enhance teacher instruction and student learning.

We are confident that our students can achieve. We will utilize our staff members to support and enhance our overall teacher and student efforts with a focus on writing, listening skills, computation, problem solving, science, and social studies. We will produce a "community of learners and leaders" of whom Marion School District 1 will be proud.

Anita H. Maness

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.